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AUTHOR	Neyman, C. A., Jr.
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ABSTRACT

This final report analyzes the research methods used in the identification of potential dropouts. This program was administered under Title I (ESEA, 1965) in the District of Columbia (see also ED 049 319). Three forms were used in the evaluation of Title I students identified as potential dropouts during the school year 1967-68: (1) Student Identification Form (IDF) Student Evaluation Form (SEF) and (3) Pupil Personnel Worker Team Evaluation Form (PPTF). To study the interrelationship of the variables contained in these three forms, a sample was obtained for which all three forms were available. Factor analysis of the data was carried out and the statistical findings as well as the instruments are appended. (CK)

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ANALYSIS OF THE METHODS USED FOR IDENTIFYING POTENTIAL SCHOOL DROPOUTS

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C. A. Neyman, Jr.
Director
Education Research Project
The George Washington University

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FINAL REPORT

January 1969

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ANALYSIS OF THE METHODS USED FOR IDENTIFYING POTENTIAL SCHOOL DROPOUTS

Final Report

I. PROBLEM

One of the essential elements in the administration of programs under Title I of the Elementary and Secondary Education Act of 1965 in the District of Columbia Schools is the identification of potential dropouts, or "identified students." The form "Instrument for Identifying Potential School Dropouts," has been used for this purpose for three years. A copy of the form used during the school year 1967-68 is attached to this report in Appendix B. An earlier edition of the form was first used for obtaining the lists of "identified students" in 1965. This form was constructed on an *a priori* basis with the best judgments available at the time as to the essential elements causing dropout.

After three years of experience with the use of the form, and using information available from sources other than those available to the principals and teachers concerning the actual needs of students in Title I target schools, this form and the procedures for identifying potential school dropouts should be revised. This revision takes on additional urgency as the number of schools in which Title I funds are being used this school year has been substantially reduced in order to allow more concentration of efforts on "identified students."

II. INTRODUCTION

Three forms were used in the evaluation of Title I students identified as potential dropouts during the school year 1967-68. These were an identification form (IDF) filled out in the fall of 1967 by the principals of each school with the assistance of classroom teachers; a Student Evaluation Form (SEF) filled out by teachers in the late spring of 1968; and the Pupil Personnel Worker Team Evaluation Form (PPTF) filled out by the Pupil Personnel Team Workers (and assistants) during the school year. Copies of the forms are attached in Appendix B to this report.

III. PROCEDURE

In order to study the interrelationship of the variables contained in these three forms, a sample was obtained for which all three forms were available. The sample was drawn from the elementary schools in this group so that the results would be pertinent to the children and schools in the 1968-69 school year target schools.

The sample was drawn by taking every fifth IDF in these schools, finding the PPTF which corresponded to it, and then running the student identification numbers for this set against the record of SEF's in the data bank. The resulting sample contained 252 names. Of the 75 variables in the matrix, 12 items came from the IDF, 22 from the SEF, and 40 from the PPTF. The 75th item was sex.

IV. FINDINGS

A. Factor Analysis of Data

A table of intercorrelations and a factor analysis were obtained from these 75 variables. Table A-1 in Appendix A of this report describes each of these variables and gives the means, standard deviations, N's, and the source of the data. Table A-2 in Appendix A gives the intercorrelations obtained. The N's in each cell varied from zero (in cells involving variables 1, 4, 5, and 6) to 252 where data were available on all cases. Table A-3 in Appendix A shows the four factors obtained by continuing extraction until the last factor accounted for an increase of less than 5% of the total variance. Varimax rotation was obtained by using the program of The George Washington University Computer Center. These four factors accounted for 28.49% of the total variance.

The factors can be briefly described as:

Factor I	-	Home Environment and School Adjustment - PPTF
Factor II	-	School Adjustment - SEF
Factor III	-	Academic Retardation - IDF
Factor IV	-	Behavioral Problems - all instruments

FACTOR I is composed primarily of variables obtained from the Pupil Personnel Team Evaluation Forms, with the highest loadings on the questions concerning personal characteristics (48-53)*, home environment (44-47), and attitude toward school (36). Two items from the IDF had their highest loading on this factor -- absenteeism (7) and evidence of economic need (11). This indicates that those students judged by the principal as having trouble with absenteeism and economic need were also likely to have unfavorable homes and undesirable personal characteristics as evaluated by the Pupil Personnel Teams, BUT NOT AS EVALUATED BY THE CLASSROOM TEACHERS, since teacher evaluations of these same personal characteristics do not appear in this factor.

FACTOR II is composed primarily of variables obtained from the SEF. The highest loading was found on variable 17 (item 5), attitude toward school. Sixteen of the 22 items obtained from this form had their primary loadings on this factor, and these loadings ranged from -.77 to -.42. None of the variables obtained from the PPTF had their highest loadings on this factor. Only one of the items from the IDF was found with the highest loading here - this was variable 5, grade retention, which had a loading of -.29.

* Numbers in parentheses refer to the variables in the correlation matrix and factor analysis (Tables A-1, A-2, and A-3, in Appendix A).

FACTOR III came primarily from the IDF. The highest loading was for the variable obtained from adding up the number of checkmarks on the IDF (12), which had a loading of .68. There were two others which had high loadings - severe reading retardation (3) and severe arithmetic retardation (4). Four other variables from this form had their highest loading on this factor, making a total of six out of twelve from the IDF. Only two items from the SEF had their highest loading on this factor - the Social Adjustment Class variable (34) and alert-dull (30). However, four other variables had relatively high loadings although their highest loadings were found on Factor II.

FACTOR IV came from all three forms and from the variable Sex. The variables having their highest loading on this factor were:

Source	Variable	Description	Loading*
IDF	10	Behavioral problems	.5729
	9	Evidence of health problems	-.2565
SEF	26	Shy - Aggressive	.5896
	23	Defiant - Submissive	-.5463
	29	Follower - Leader	.4544
	21	Below average Health	-.3578
PPTF	59	Behavioral (adjustment) problems	.6122
	38	Trouble because of fighting (Never)	-.5624
	40	Trouble with neighbors (Never)	-.4890
	50	Shy - Aggressive	.4426
	54	Few contacts with students	.3627
	39	Trouble with police (Never)	-.2990
	75	Few contacts with parents	.2606
	55	Physical (medical) problems	-.2542
Sex	35	Being a girl	-.3465

*Sign reversed to assist in the explanation.

This factor describes the students who were found by the principal to have more than average behavioral problems, and few health problems. These same students were found by their teachers to be defiant, aggressive, and to exhibit leadership characteristics. The Pupil Personnel Teams found these students to be aggressive, to have behavioral problems, to get into trouble with neighbors and the police, and to get into trouble fighting with their contemporaries. The Teams also had fewer than average contacts with these students and with their parents. They were also found to have fewer than average physical or medical problems.

B. Interrelationships Among Variables

One of the important findings of this analysis is that there was very little correlation between the reasons for classifying these students as "identified" and the evaluations of either the teachers or the Pupil Personnel Teams. Each item on the IDF was selected because it was thought to bear directly on whether or not a student was likely to drop out of school. In the sample studied, the average number of checkmarks on the IDF was 2.5 per child. The two items most frequently checked (See Appendix A, Table A-1) were Poor risk reading readiness and Evidence of economic need. In the following paragraphs, each of the items will be considered in its relationship to the evaluation of the teachers and the Pupil Personnel Teams.

The reasons most often given for classifying a student as "identified" and the ones on which most Title I efforts are centered, are reading and language difficulties. The first three variables on the IDF reflected this concern. There was only one item in the SEF which bore directly on reading - How well does he like to read? (10). Another SEF item which was related was How well does this pupil do his school work? (14) There were three items on the PPTF related to reading and language problems - Slow learning problems (56), Referral to Reading Clinic (63), and Referral to Speech Clinic (64). Table 1 below was extracted from Table A-2 (see Appendix A) for these eight variables, and shows the interrelationship among them.

TABLE 1

Intercorrelations Among Principal, Teacher, and Pupil Personnel Team Evaluations Connected with Reading and Language Difficulties

Variable	Description	Source	Variable Number 1	2	3	14	19	56	63	64
1	Poor risk rdg. readiness	IDF		.11	.26	.23	.30	.27	.06	.14
2	Speech-language problems	IDF	.11		.14	.08	.08	.17	.14	.52
3	Severe rdg. retardation	IDF	.26	.14		.36	.29	.35	.30	.19
14	School work	SEF	.23	.08	.36		.75	.24	.22	.10
19	Reading	SEF	.30	.08	.29	.75		.23	.18	.09
56	Slow learning problems	PPTF	.27	.17	.35	.24	.23		.22	.13
63	Referral to Rdg. Clinic	PPTF	.06	.14	.30	.22	.18	.22		.37
64	Referral to Speech Clinic	PPTF	.14	.52	.19	.10	.09	.13	.37	

The important aspect of this table is that there was little correlation between these variables. It is almost as though these items were independent of each other. Teacher evaluations of School work correlated .75 with her estimate of Reading ability (14 vs 19) but correlated only .29 with the IDF variable of Severe reading retardation (3 vs 19). A correlation of .29 gives a variance of less than 10%, which means that the principal and the teacher agreed in only 10% of the cases as to reading difficulty. As for the PPTF, it showed that Referral to the Reading Clinic correlated .30 with Severe reading difficulty (63 vs 3), and showed a .35 correlation between PPTF Slow learning problems and Severe reading difficulty (3 vs 56). The prediction of Speech and language difficulty by the IDF was better, as it had a correlation of .52 with the PPTF Referral to the Speech Clinic (2 vs 64). It should be noted that being Referred to the Speech Clinic was moderately related to Referral to the Reading Clinic, with an r = .37 (63 vs 64).

Being classified by the principal as "identified" because of grade retention (5) appeared, more than anything else, to be related to all the negative characteristics on the classroom teacher evaluation. This is the well-known "halo effect" in reverse. This relationship showed up quite strongly as Factor II. However, there was no such "halo effect" as far as the PPTF was concerned. The most conspicuous contrasts between teacher and PPTF evaluations are seen when the adjective scale (semantic differential) variables from the two forms are compared. These correlations are shown in Table 2 below:

TABLE 2

Correlations Between Corresponding Adjective Scale Items on the SEF and the PPTF

Description	SEF	PPTF	N	r
Uncooperative - Cooperative	(24)	(48)	242	.13
Friendly - Hostile	(25)	(49)	247	.05
Shy - Aggressive	(26)	(50)	238	.20
Irresponsible - Responsible	(27)	(51)	238	.22
Neat - Unkempt	(28)	(52)	245	.19
Alert - Dull	(30)	(53)	236	.31

The Grade retention (5) variable was derived from the forms obtained from the primary grades, while the Course failure (6) variable was derived from the intermediate grades and above. For this reason it was not

possible to inter-correlate them. It was thought that these two variables would indicate somewhat the same thing, but the factorial structure and correlation matrix show otherwise. Grade retention has a -.29 loading on Factor II and a .22 loading on Factor III. However, Course failure has its loading only on Factor II.

Another cause of being classified as an "identified" student is Absenteeism (7). The principal must base his evaluation of absenteeism on the previous year's record, since the IDF is filled out at the beginning of the school year. The teacher's report of absenteeism comes at the end of the year, as does the Pupil Personnel Team evaluation. Table 3 below shows the relationship among variables related to absenteeism:

TABLE 3

Correlations Among Variables Related to Absenteeism

Variable	Description	Source	Variable Number 7	31	32	36	57
7	Absenteeism	IDF		.28	.29	.27	.65
31	Number of days absent	SEF	.28		.79	.17	.27
32	Number of days absent unexcused	SEF	.29	.79		.24	.26
36	Attitude toward school	PPTF	.27	.17	.24		.27
57	Problems with absenteeism	PPTF	.65	.27	.26	.27	

There is a rather high correlation between whether the principal had designated absenteeism as a problem and whether the PPTF found this as a problem (r = .65). However, the correlation is rather low with the number of days absent or unexcused. This might be due to the efforts of the Pupil Personnel Teams. This should be investigated further to see whether there is any relationship between days absent and Team attention.

The variable of Two or more school transfers (8) has very low incidence in this sample, as only 1.6% of the sample was checked on this item (see Table A-1 in Appendix A).

There are four items related to health problems and their relationship to dropout. These are shown in Table 4:

TABLE 4

Correlations Among Variables Related to Health Problems

Variable	Description	Source	Variable Number 9	21	55	71
9	Evidence of health problems	IDF		.12	.49	.15
21	How is his health	SEF	.12		.06	-.02
55	Physical problems	PPTF	.49	.06		.11
71	Referred by school nurse	PPTF	.15	-.02	.11	

It will be seen that there is little relationship between the teacher evaluation of health and that of the principal or the Pupil Personnel Team. About 8% of the students in this sample were thought to have evidence of health problems. From the PPTF about 11.5% have physical problems. However, there is an r of only .49 between these two groups. The most obvious explanation is the Health problems on the IDF is not the same as Physical problems on the PPTF. This probably should be investigated. Another consideration is what happens to those students with Physical problems? The correlation of this variable (55) with Referral to the Speech and Hearing Clinic (64) ($r = .26$) would seem to indicate that these physical problems were related to speech and hearing more than any other referral covered in question 24 of the PPTF.

Behavioral problems (10) is another major item on which designation of students as potential dropouts is based. Almost 25% of our sample fall into this category. The variables that relate to this characteristic form Factor IV. This factor describes the students the teacher has marked as Defiant, Uncooperative, Aggressive, and Leaders. Teachers also marked them as not Getting on well with other children (15). On the PPTF this factor is associated with frequently Getting in trouble because of fighting (38) and in Trouble with police and Trouble with neighbors (39 and 40). The PPTF variable Aggressive (50) also carries a high loading on this factor. These pupils are the ones who require the most Contacts by the Pupil Personnel Teams (54). Behavioral (adjustment) problems (59) is also highly related. When the variables related to behavior are extracted from the correlation matrix, they form the pattern shown in Table 5 (see next page).

TABLE 5

Correlations Among Items Related to Behavioral Problems

Variable	Description	Source	Variable Number 10	15	23	24	26	29	38	39	40	50	59
10	Behavioral problems	IDF	---	.20	-.22	-.24	.25	.11	-.29	-.17	-.18	.21	.56
15	Gets along well with others	SEF	.20	---	-.45	-.47	.31	.02	-.14	-.08	-.07	.03	.26
23	Defiant - Submissive	SEF	-.22	-.45	---	.68	-.62	-.38	.17	.07	.16	-.17	-.35
24	Uncooperative - Cooperative	SEF	-.24	-.47	.68	---	-.46	-.12	.21	.03	.15	-.05	-.34
26	Shy - Aggressive	SEF	.25	.31	-.62	-.46	---	.49	-.13	-.02	-.10	.20	.27
29	Follower - Leader	SEF	.11	.02	-.38	-.12	.49	---	.00	-.08	-.09	.17	.07
38	Trouble because of fighting	PPTF	-.29	-.14	.17	.21	-.13	.00	---	.31	.44	-.24	-.46
39	Trouble with police	PPTF	-.17	-.08	.07	.03	-.02	-.08	.31	---	.29	-.11	-.11
40	Trouble with neighbors	PPTF	-.18	-.07	.16	.15	-.10	-.09	.44	.29	---	-.19	-.26
50	Shy - Aggressive	PPTF	.21	.03	-.17	-.05	.20	.17	-.24	-.11	-.19	---	.19
59	Behavioral problems	PPTF	.56	.26	-.35	-.34	.27	.07	-.46	-.11	-.26	.19	---

The variable that correlates highest with the principal's evaluation of behavioral difficulties is the corresponding evaluation on the PPTF (59) where the r = .56. None of the variables from the SEF correlates this highly with either of these two. As the principal's evaluation (the IDF) was done at the first of the year, it is possible that the PPTF shows that the Teams have been effective. If the teacher evaluation made at the end of the year shows a real difference (as compared to the principal's evaluation), then the Teams may have helped to accomplish the improvement.

It is interesting to note that the PPTF variables about Trouble with the police (39) and Trouble with neighbors (40) do not have very high correlations with any other variables in the matrix. This is probably because this sort of activity is difficult to evaluate, and therefore may not be very reliable. In this sample, none of the girls was marked as having trouble "often" with neighbors - all were marked "occasionally" or "never". Of the boys, 30% had trouble "occasionally" and of the girls, 14% had trouble "occasionally."

Evidence of economic need (11) has its highest loading on Factor I and is associated with many variables from the PPTF pertaining to economic deprivation. It is interesting to note that it has its highest correlation with the Neat-unkempt (28) evaluation by the teacher (r = .24).

It has been found that the PPTF variable Other problems (61) usually means evidence of economic need. It will be seen that this item, like the one from the IDF (11), has very low correlation with any other variable. Nor did it appear as very heavily loaded on any of these four factors. It correlates only .19 with the IDF variable.

There are several pairs of questions that appear on both the SEF and the PPTF. One of them is "How well do you understand him when he speaks?" The correlation is .16, which is low, but positive (18 vs 37). The other question is "How favorable is his attitude toward school?" Again, the correlation of .18 is low but positive (13 vs 36). As with the adjective scale items (Table 2), there is very little agreement between the teachers and the Pupil Personnel Teams regarding understanding speech or evaluating attitude toward school.

Another group of questions concerns home environment and its influence on school work. Teachers were asked "How does his home environment affect his school performance?" (20) The corresponding PPTF items, "Is his home environment conducive to school work?" (47), "How does his home compare with others in the neighborhood?" (44), "Which of the following describes how the inside of his home is kept?" (45), and "Does he have an adequate place to study?" (46), correlate .19, .14, .19, and .29, respectively. Perhaps some other questions about the effects of home environment should be asked of both the teacher and the Pupil Personnel Team.

V. Summary

These findings are based primarily upon a correlation and factor analysis of the data obtained from a random sample of the "Instrument for Identifying Potential School Dropouts" submitted by the principals of Title I elementary schools, and of corresponding evaluations made of the same students by teachers and Pupil Personnel Worker Teams during the school year 1967-68. The sample was taken from data collected in schools that were designated as Title I target schools.

In addition, the principal investigator has been working with these data over a period of three years and assisted in the development of both the Student Evaluation Form (SEF) and the Pupil Personnel Teams Evaluation Form (PPTF).

The findings of this study may be summarized as follows:

1. Principals, teachers, and Pupil Personnel Teams were in agreement as to which students had behavioral problems.

2. Behavioral problems proved to be the variable viewed most uniformly by the principal, teacher, and the Pupil Personnel Teams. While it did not correlate highly with Application to school work or to How well he does his school work, it did correlate fairly well with the three questions about Trouble and with Sex (being a boy).

3. Those students who have behavioral problems do not have health problems, and vice versa.

4. Evidence of health problems as defined by the IDF did not agree with evaluation of health as evaluated by the teachers or Teams. These problems seemed, rather, to be physical impairments of some kind not related to illness, probably connected with speech impediments or other serious physical handicap. Another possible cause of the low correlation here was the fact that the IDF was filled out at the beginning of the school year based on the previous year, while the PPTF was filled out during the year and the SEF was filled out at the end of the school year.

5. Teacher evaluations of undesirable characteristics (except for behavioral problems) did not correlate with those of the Pupil Personnel Teams.

6. Principals and Pupil Personnel Teams related unfavorable homes and undesirable personal characteristics with absenteeism and economic need.

7. Students designated by the principal (at the beginning of the year, based on the previous school year) as having an absenteeism problem were not the same ones that teachers (at the end of the school year) said had a large number of days absent, either excused or unexcused. As this sample includes only identified students, it is possible that the efforts of the Pupil Personnel Teams have reduced the absenteeism of these students. To verify this, however, would require comparison with non-identified students.

8. Excessive school transfers did not seem to be a problem in this sample.

9. Evidence of economic need as specified on the IDF was most clearly associated with those items on the PPTF related to socio-economic status. Teacher evaluations associated this variable only slightly with school performance. The factor analysis showed that this variable was also associated with excessive absenteeism according to the principal's evaluation.

10. The factor analysis showed that the students with the largest number of problems had them primarily with reading, speech, and arithmetic, and with course failure. This is probably because these combinations occurred most frequently in combination. The average student had two and one-half checks, boys having slightly more checks than girls.

VI. Recommendations

The form used for identifying potential dropouts in the District of Columbia Schools was developed to screen the students in target-area schools to find those who, in the opinion of the principal and the teachers, required a concentration of remedial programs. As the first estimate of the needs of students in Title I schools, and as a preliminary method of obtaining the caseload for the Pupil Personnel Teams, this form (and its subsequent revision) has probably served its purpose and should be replaced as a method of determining "potential dropouts."

It is therefore recommended that at the end of each year the Pupil Personnel Teams reevaluate their workload to determine which of the current year's "identified students" should be continued on the caseload into the next year.

The principal should continue to have the responsibility of adding to the list of identified students in his school whenever a situation arises in which need for the attention of the Pupil Personnel Teams or other remedial services or programs is indicated.

At the beginning of each school year, the principal would evaluate the needs of only students new to his school, such as kindergarten or first grade or those who had transferred from some non-Title I school.

It is further recommended that special efforts be made to evaluate the effectiveness of the procedures and special programs by the use of an independent criterion, such as the actual dropout of students. While it is difficult to determine the actual cause for dropout without extensive follow-up outside the school, the relative effectiveness of Title I programs could be checked by comparing the percentage of dropouts who had participated in Title I programs with other dropouts who had not been in Title I programs matched on the basis of teacher evaluations or standardized test scores. This comparison could be made with "identified students" as well.

It is also recommended that for each school the percentage of identified students in that school's total enrollment be determined in advance of each school year by prorating the number of cases needing further attention in the caseload of the Pupil Personnel Teams. This actual number of identified students in each school could vary within 10% of the number actually allowed. However, the reasons should be clearly stated by the principal for adding the student to the list after the new school enrollees have been screened.

A P P E N D I C E S

Appendix A

Table A-1 N's, Means, Standard Deviations, and Descriptions of Variables from Identified Student Forms, Student Evaluation Forms, and Pupil Personnel Team Evaluation Forms - 1968

Table A-2 Correlations Among Variables Obtained from Identified Student Forms, Student Evaluation Forms, and Pupil Personnel Team Evaluation Forms - 1968

Table A-3 Factor Loadings for Four Factors Obtained by Varimax Factor Rotation and Corresponding Communalities, for 75 Variables from Identified Student Forms, Student Evaluation Forms, and Pupil Personnel Team Evaluation Forms - 1968

Appendix B

Instrument for Identifying Potential School Dropouts (Pupils in Primary School - in grades Kindergarten through Grade 3)

Instrument for Identifying Potential School Dropouts (Students in Grades 4 through 11)

Student Evaluation Form

Pupil Personnel Services Team Evaluation Form

TABLE A-1

N's, Means, Standard Deviations, and Descriptions of Variables from Identified Student Forms, Student Evaluation Forms, and Pupil Personnel Team Evaluation Forms - 1968

Variable No.	N	Mean	S.D.	Variable Description*
				From Identified Student Form:
1	93	47.312	50.198	% with "Poor risk" reading readiness
2	252	13.492	34.232	% with speech-language problems
3	252	44.444	49.789	% with severe reading retardation
4	159	45.912	49.990	% with severe arithmetic retardation
5	93	40.860	49.424	% with grade retention
6	159	26.415	44.227	% with course failure
7	252	15.873	36.615	% with excessive absenteeism
8	252	1.587	12.523	% with two or more transfers
9	252	7.937	27.085	% with evidence of health problems
10	252	24.603	43.155	% with evidence of behavior problems
11	252	47.222	50.022	% with evidence of economic need
12	252	2.4682	1.3954	Number of checks
				From Student Evaluation Form (1968):
13	252	2.4365	.5853	Q.1 - Apply himself to school work
14	250	2.4720	.5819	Q.2 - How well he does school work
15	249	2.1687	.4706	Q.3 - How well he gets along with other children
16	251	2.3227	.5616	Q.4 - Emotional maturity
17	252	2.2143	.5590	Q.5 - Favorable attitude toward school
18	251	2.2191	.4938	Q.6 - How well teacher understands his speech
19	252	2.4008	.6328	Q.7 - How well he reads
20	241	1.9253	.7149	Q.8 - Home environment effect on school performance
21	246	2.0284	.3051	Q.9 - Health
22	247	2.0405	.4580	Q.10 - How well he cooperates with teachers
23	246	3.1463	1.0276	Q.11 - Defiant-submissive
24	244	3.3852	1.1825	Q.12 - Uncooperative-cooperative
25	249	2.3815	1.0564	Q.13 - Friendly-hostile
26	242	2.8636	1.0436	Q.14 - Shy-aggressive
27	245	2.9878	1.1890	Q.15 - Irresponsible-responsible
28	247	2.6599	1.2155	Q.16 - Neat-unkempt
29	248	2.7500	1.0770	Q.17 - Follower-leader
30	239	3.1632	1.0898	Q.18 - Alert-dull
31	231	10.7879	12.7314	Q.19 - Days absent, total
32	134	7.0373	13.6681	Q.20 - Days absent, unexcused
33	242	3.719	18.962	Q.21 - % in Special Academic class
34	232	3.879	19.352	Q.22 - % in Social Adjustment class
35	252	38.492	48.754	Sex (1 = boys; 2 = girls)

TABLE A-1 (Continued)

Variable No.	N	Mean	S.D.	Variable Description*
				From Pupil Personnel Team Evaluation Form (1968):
36	250	2.1280	.5594	Q.1 - Attitude toward school
37	249	1.9839	.5534	Q.2 - How well does PPW understand his speech
38	247	2.4494	.5301	Q.3 - Trouble fighting
39	245	2.8816	.3361	Q.4 - Trouble with police
40	244	2.7582	.4385	Q.5 - Trouble with neighbors
41	246	2.7073	.4735	Q.6 - Withdrawn
42	241	2.5809	.9144	Q.7 - How many personal books
43	236	2.3686	.8275	Q.8 - How much education desired by parents for him
44	247	2.0324	.3592	Q.10 - How does his home compare with neighborhood
45	241	2.0332	.5153	Q.11 - How is his home inside
46	244	1.9262	.5762	Q.12 - Does student have adequate place to study
47	245	2.1388	.5172	Q.13 - Is home environment conducive to school work
48	250	3.7680	1.0424	Q.14 - Uncooperative-cooperative
49	250	2.1240	.9382	Q.15 - Friendly-hostile
50	248	3.1169	.8335	Q.16 - Shy-aggressive
51	245	3.1469	.9597	Q.17 - Irresponsible-responsible
52	250	2.4360	.9969	Q.18 - Neat-unkempt
53	249	2.7630	.9311	Q.19 - Alert-dull
54	234	4.0513	4.2806	Q.21 - Number of contacts with student by PPW
55	252	11.508	31.975	Q.23B - % with physical (medical) problems
56	252	55.556	49.789	Q.23C - % with slow learning problems
57	252	17.857	38.376	Q.23D - % with attendance problems
58	252	8.333	27.694	Q.23E - % with emotional problems
59	252	28.175	45.075	Q.23F - % with behavioral (adjustment) problems
60	252	18.254	38.706	Q.23G - % with poor motivation problems
61	252	27.778	44.879	Q.23H - % with other problems
62	252	2.381	15.276	Q.24A - % referred to Clinical Teams
63	252	16.270	36.982	Q.24B - % referred to Reading Clinic
64	252	6.349	24.433	Q.24C - % referred to Speech and Hearing Clinic
65	252	18.651	39.029	Q.24D - % referred to Urban Service Corps
66	252	7.143	25.805	Q-24E - % referred to other sources
67	252	4.2421	2.0688	Grade level
68	243	4.527	20.832	Q.20A - % referred by Principal, Asst. Principal
69	243	10.288	30.443	Q.20B - % referred by Guidance Counselor
70	243	37.037	48.390	Q.20C - % referred by Teacher
71	243	2.469	15.550	Q.20D - % referred by School nurse
72	243	16.049	36.782	Q.20E - % referred by other school source
73	243	.823	9.053	Q.20F - % referred by non-school source
74	243	28.807	45.380	Q.20G - % of cases assigned
75	219	1.7352	1.7902	Q.22 - Number of contacts with parents by PPW

*For exact wording of item, see the form (Appendix B to this report).

TABLE A-2

Correlations Among Variables Obtained from Identified Student Forms, Student Evaluation Forms, and Pupil Personnel Team Evaluation Forms- 1968*

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1		109	261	**	132	**	-032	-173	-044	229	-179	501	213	231	090
2	109		138	212	060	116	-108	043	056	071	022	401	142	079	-040
3	261	138		567	179	143	-083	-050	003	-010	-062	479	289	355	122
4	**	212	567		**	192	-071	086	077	076	071	647	243	283	130
5	132	060	179	**		**	-031	096	072	060	-125	467	268	255	146
6	**	116	143	192	**		146	-048	058	-068	001	497	150	167	064
7	-032	-108	-083	-071	-031	146		032	-047	004	-063	205	066	030	029
8	-173	043	-050	086	096	-048	032		-037	-072	007	094	068	006	090
9	-044	056	003	077	072	058	-047	-037		-134	134	228	032	065	020
10	229	071	-010	076	060	-068	004	-072	-134		-116	311	062	028	198
11	-179	022	-062	071	-125	001	-063	007	134	-116		298	-081	-051	-050
12	501	401	479	647	467	497	205	094	228	311	298		300	320	144
13	213	142	289	243	268	150	066	068	032	062	-081	300		790	380
14	231	079	355	283	255	167	030	006	065	028	-051	320	790		287
15	090	-040	122	130	146	064	029	090	020	198	-050	144	380	287	
16	111	021	127	150	171	084	002	-016	067	165	-058	185	497	442	545
17	157	-027	086	108	226	128	164	065	019	045	-093	172	614	523	469
18	304	226	186	198	186	052	116	008	108	-007	015	292	469	432	254
19	295	080	292	247	187	021	103	020	093	017	-072	269	623	754	236
20	137	008	211	222	284	152	191	105	095	-008	010	303	483	411	250
21	128	004	106	126	-171	067	069	-012	123	-084	126	133	114	179	196
22	-015	-140	010	-132	163	009	107	-011	107	-009	041	048	315	266	431
23	132	080	-026	032	-189	022	-040	-018	092	-220	049	-024	-192	-114	-453
24	046	-038	-056	022	-146	059	-054	-097	-009	-239	062	-134	-336	-279	-472
25	-106	-079	036	066	159	-082	122	045	005	130	-023	047	223	160	454
26	-218	025	-065	-136	162	-023	068	017	-119	250	-139	-034	-006	-101	308
27	-210	-089	-115	-077	-247	-110	-144	-026	-010	-139	044	-238	-503	-445	-393
28	003	088	-015	089	-004	-155	132	115	-002	003	204	141	230	176	260
29	-229	-041	-077	-082	053	042	-061	**	-028	107	-034	-092	-269	-288	016
30	456	141	302	272	277	066	063	010	141	-006	-048	330	576	610	236
31	152	-066	078	043	236	009	281	013	027	-005	-035	140	234	237	097
32	292	-065	-009	-008	118	106	291	063	-117	112	-086	120	259	210	141
33	189	-014	135	-050	095	-120	-023	-026	020	097	-010	045	002	-009	-070
34	112	049	184	206	132	204	034	-027	103	-007	033	237	083	072	068
35	-114	-050	-248	-012	-104	018	014	030	160	-187	003	-143	-270	-266	-059
36	104	076	-032	-012	252	084	271	085	064	120	029	242	186	193	131
37	081	202	026	033	-079	-152	032	-054	142	016	071	119	108	149	055
38	-033	-032	-031	-136	-081	-179	-041	-109	056	-291	020	-210	-160	-196	-142
39	168	032	-002	-083	040	005	-079	-147	048	-167	061	-051	-077	-066	-078
40	036	020	-073	-033	005	-176	-015	-150	078	-185	062	-118	-094	-124	-074

* See Table 1 for description of variables, and for the N of each variable.
** No data, as variables come from different forms.

Decimals have been omitted.

TABLE A-2 (Continued)

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
41	-169	-126	038	-061	-190	190	-108	012	-111	-043	-075	-177	-142	-105	-074
42	120	068	-069	073	160	150	152	131	126	002	136	228	149	188	075
43	-102	-098	034	020	-054	095	-088	-059	-059	033	-142	-100	-099	-099	-048
44	-050	-003	-036	-097	-152	-082	054	-012	-027	-026	095	-047	164	102	111
45	113	048	-059	-020	019	027	169	-008	039	-056	182	106	116	072	010
46	119	092	045	122	069	008	095	-040	038	-025	235	177	229	165	138
47	044	006	-054	074	132	045	099	-035	035	028	188	127	189	160	085
48	-146	-041	027	-061	-116	-154	-158	028	006	-160	024	-205	-156	-168	-093
49	392	026	046	036	-037	085	049	-017	-054	104	-022	162	128	114	061
50	-158	076	120	-063	-005	-037	-154	-056	-132	206	-133	-056	003	023	026
51	-199	-060	-000	-052	-019	-037	-066	-017	022	-106	-066	-166	-176	-137	-091
52	294	037	033	142	096	064	111	072	041	079	169	272	168	126	019
53	301	059	138	147	088	104	086	033	057	012	128	298	248	271	150
54	035	001	103	-022	029	-071	-032	-032	025	161	-061	048	041	055	176
55	-006	258	-022	026	-008	116	014	-046	492	-090	132	191	092	071	003
56	274	166	350	323	157	035	-049	-078	115	-045	-018	255	190	241	064
57	-002	-124	-083	-062	003	023	648	107	-022	070	-068	141	060	058	058
58	021	049	019	102	006	100	026	-038	124	094	-084	115	070	052	090
59	-067	-041	-010	012	060	-013	042	-009	-086	564	026	188	106	084	255
60	203	114	094	073	017	-087	104	-060	089	040	088	166	104	103	-039
61	-052	-012	-056	105	-050	-035	-027	134	047	-046	194	065	-024	007	042
62	118	014	122	122	147	060	075	-020	050	213	009	209	062	098	111
63	056	141	298	197	-071	070	-015	030	-050	-002	078	192	204	217	094
64	138	516	193	266	012	038	-024	097	-076	040	047	298	112	097	-024
65	-040	-100	-080	-077	137	-034	015	102	-028	034	037	015	-079	-013	-032
66	088	026	-124	-039	-147	-007	-078	-035	033	-051	139	-049	-049	-013	065
67	-101	-153	266	-081	058	-180	012	-122	-162	-107	-192	-182	-009	-001	-079
68	002	-086	-115	-074	-073	080	067	-028	-063	-037	-006	-090	-060	-112	003
69	-030	024	-030	-107	237	-088	073	063	002	-105	034	-001	-042	-022	024
70	101	-055	051	-042	094	235	106	-032	-033	079	030	173	105	090	-007
71	-150	-063	-036	097	180	-006	-070	-021	151	-093	010	-017	-073	-086	-060
72	-076	-042	-075	113	-273	-102	-161	032	-044	027	061	-128	-113	-090	004
73	-105	097	010	-074	126	-049	-040	-012	143	-053	097	034	011	004	-132
74	064	119	089	040	-098	-135	-031	-011	018	024	-124	-039	059	073	034
75	008	024	091	117	015	-060	-026	020	056	099	-009	078	125	150	183

TABLE A-2 (Continued)

Variable	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	111	157	304	295	137	128	-015	132	046	-106	-218	-210	003	-229	456
2	021	-027	226	080	008	004	-140	080	-038	-079	025	-089	088	-041	141
3	127	086	186	292	211	106	010	-026	-056	036	-065	-115	-015	-077	302
4	150	108	198	247	222	126	-132	032	022	066	-136	-077	089	-082	272
5	171	226	186	187	284	-171	163	-189	-146	159	162	-247	-004	0[illegible]	277
6	084	128	052	021	152	067	009	022	059	-082	-023	-110	-155	042	066
7	002	164	116	103	191	069	107	-040	-054	122	068	-144	132	-061	063
8	-016	065	008	020	105	-012	-011	-018	-097	045	017	-026	115	**	010
9	067	019	108	093	095	123	107	092	-009	005	-119	-010	-002	-028	141
10	165	045	-007	017	-008	-084	-009	-220	-239	130	250	-139	003	107	-006
11	-058	-093	015	-072	010	126	041	049	062	-023	-139	044	204	-034	-048
12	185	172	292	269	303	133	048	-024	-134	047	-034	-238	141	-092	330
13	497	614	469	623	483	114	315	-192	-336	223	-006	-503	230	-269	576
14	442	523	432	754	411	179	266	-114	-279	160	-101	-445	176	-288	610
15	545	469	254	236	250	196	431	-453	-472	454	308	-393	260	016	236
16		471	326	346	323	113	451	-244	-398	379	149	-483	179	-147	380
17	471		412	511	423	206	512	-324	-413	364	097	-571	291	-088	390
18	326	412		446	364	315	161	017	-193	121	-139	-355	270	-305	524
19	346	511	446		376	216	239	-050	-234	148	-152	-416	160	-321	600
20	323	423	364	376		145	331	-116	-270	294	-002	-453	330	-084	419
21	113	206	315	216	145		167	093	-003	003	-212	-116	083	-193	188
22	451	512	161	239	331	167		-284	-531	424	223	-426	258	019	130
23	-244	-324	017	-050	-116	093	-284		676	-520	-617	443	-239	-383	095
24	-398	-413	-193	-234	-270	-003	-531	676		-642	-458	668	-387	-124	-136
25	379	364	121	148	294	003	424	-520	-642		359	-494	297	156	056
26	149	097	-139	-152	-002	-212	223	-617	-458	359		-228	108	485	-248
27	-483	-571	-355	-416	-453	-116	-426	443	668	-494	-228		-545	059	-419
28	179	291	270	160	330	083	258	-239	-387	297	108	-545		-029	233
29	-147	-088	-305	-321	-084	-193	019	-383	-124	156	485	059	-029		-493
30	380	390	524	600	419	188	130	095	-136	056	-248	-419	233	-493	
31	147	288	146	170	391	241	182	-042	-079	092	-033	-240	213	-048	150
32	198	387	025	089	376	045	279	-229	-198	266	117	-319	245	052	043
33	-035	-074	045	-022	-011	-090	-065	057	116	-070	045	113	-089	047	-031
34	084	-031	-040	053	122	-024	031	036	078	-070	-013	132	-108	-094	136
35	-121	-172	-100	-231	-082	008	-052	180	148	-154	-106	150	073	031	-142
36	188	183	159	287	180	075	154	-096	-168	138	071	-287	150	-099	258
37	095	-002	161	191	062	123	003	057	-092	087	-048	-108	127	-122	268
38	-179	-121	-086	-147	-134	111	027	166	206	-134	-128	153	-053	002	-064
39	-035	-021	076	-168	-129	025	056	065	027	-006	-022	-024	031	-078	-021
40	036	-070	-016	-167	-087	109	076	158	152	-085	-102	133	008	-091	040

TABLE A-2 (Continued)

Variable	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
41	-074	-161	-159	-140	-100	-054	-120	090	134	-151	066	146	-157	140	-206
42	087	145	180	225	207	114	041	066	-023	-042	-060	-206	100	-189	278
43	-074	-057	-037	-121	-164	-045	-002	-079	002	002	058	087	-184	084	-164
44	088	149	121	140	141	148	070	-124	-191	068	-038	-175	194	-012	156
45	033	092	136	164	187	159	067	009	-034	033	-059	-158	224	-050	207
46	164	175	186	226	291	156	076	-074	-028	048	-072	-198	228	-089	284
47	122	155	235	255	198	086	-007	-053	-040	063	-051	-173	222	-099	213
48	-161	-217	-164	-218	-140	-081	-141	069	132	-158	-048	256	-127	061	-154
49	047	071	065	139	056	118	044	-026	-105	052	-028	-139	057	-149	203
50	056	031	-003	-027	-091	-206	-057	-169	-049	067	200	-002	-102	170	-123
51	-186	-093	-133	-142	-170	030	-055	118	154	-167	-022	217	-183	076	-159
52	054	051	152	142	188	133	012	034	-002	003	-099	-118	188	-062	235
53	198	179	221	270	193	143	142	-005	-096	044	-049	-225	142	-178	312
54	142	094	-056	036	031	-040	119	-238	-169	187	205	-092	009	224	022
55	-008	-005	118	086	002	057	058	077	-034	-016	-105	-018	133	036	056
56	088	-086	103	226	210	056	-028	-023	-073	015	-012	-148	040	-123	295
57	064	174	003	065	172	025	096	-098	-105	152	123	-130	113	039	030
58	185	167	128	104	138	019	132	-072	-137	206	082	-132	014	055	084
59	206	155	-060	105	066	-058	182	-354	-341	197	267	-210	106	069	-015
60	058	076	166	074	170	026	-041	-056	-021	-022	030	-085	200	030	098
61	-025	-127	012	-043	-062	002	-035	167	146	-088	-123	068	-049	-021	050
62	096	127	036	107	091	072	101	-077	-072	057	047	-072	-102	007	086
63	072	062	197	180	171	069	-014	-041	-086	024	-050	-124	062	-020	149
64	-005	-042	182	092	028	-023	-175	-003	-058	-124	-002	-069	101	-061	136
65	-016	054	082	067	033	022	-020	-048	-015	030	**	-058	054	007	010
66	060	-106	033	044	-081	080	-059	082	067	023	-054	016	-011	-007	-027
67	-134	-117	-132	-099	009	-095	-105	-139	-000	-009	161	104	-074	142	-112
68	-021	-011	-018	-046	081	042	023	-109	-071	128	062	-080	116	050	027
69	029	043	-072	-047	014	-038	058	-114	-109	089	036	-112	076	103	-012
70	040	156	143	140	080	088	042	051	042	-125	-099	-081	005	-153	120
71	-141	-060	-127	-103	014	-018	-014	031	003	-008	017	072	003	188	-100
72	005	-166	-085	-140	-201	064	-088	051	094	010	004	146	-044	-016	-100
73	-054	-035	052	013	-056	-010	-008	123	049	-034	-079	041	027	-066	072
74	002	-028	007	050	040	-132	-016	-005	-027	017	059	045	-080	033	-028
75	206	106	059	082	104	-037	138	-132	-130	165	092	-124	108	026	110

TABLE A-2 (Continued)

Variable	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
1	152	292	189	112	-114	104	081	-033	168	036	-169	120	-102	-050	113
2	-066	-065	-014	049	-050	076	202	-032	032	020	-126	068	-098	-003	048
3	078	-009	135	184	-248	-032	026	-031	-002	-073	038	-069	034	-036	-059
4	043	-008	-050	206	-012	-012	033	-136	-083	-033	-061	073	020	-097	-020
5	236	118	095	132	-104	252	-079	-081	040	005	-190	160	-054	-152	019
6	009	106	-120	204	018	084	-152	-179	005	-176	190	150	095	-082	027
7	281	291	-023	034	014	271	032	-041	-079	-015	-108	152	-088	054	169
8	013	063	-026	-027	030	085	-054	-109	-147	-150	012	131	-059	-012	-008
9	027	-117	020	103	160	064	142	056	048	078	-111	126	-059	-021	039
10	-005	112	097	-007	-187	120	016	-291	-167	-185	-043	002	033	-026	-056
11	-035	-086	-010	033	003	029	071	020	061	062	-075	136	-142	095	182
12	140	120	045	237	-143	242	119	-210	-051	-118	-177	228	-100	-047	106
13	234	259	002	083	-270	186	108	-160	-077	-094	-142	149	-099	164	116
14	237	210	-009	072	-266	193	149	-196	-066	-124	-105	188	-099	102	072
15	097	141	-070	068	-059	131	055	-142	-078	-074	-074	075	-048	111	010
16	147	198	-035	084	-121	188	095	-179	-035	036	-074	087	-074	088	033
17	288	387	-074	-031	-172	183	-002	-121	-021	-070	-161	145	-057	149	092
18	146	025	045	-040	-100	159	161	-086	076	-016	-159	180	-037	121	136
19	170	089	-022	053	-231	287	191	-147	-168	-167	-140	225	-121	140	164
20	391	376	-011	122	-082	180	062	-134	-129	-087	-100	207	-164	141	187
21	241	045	-090	-024	008	075	123	111	025	109	-054	114	-045	148	159
22	182	279	-065	031	-052	154	003	027	056	076	-120	041	-002	070	067
23	-042	-229	057	036	180	-096	057	166	065	158	090	066	-079	-124	009
24	-079	-198	116	078	148	-168	-092	206	027	152	134	-023	002	-191	-034
25	092	266	-070	-070	-154	138	087	-134	-006	-085	-151	-042	002	068	033
26	-033	117	045	-013	-106	071	-048	-128	-022	-102	066	-060	058	-038	-059
27	-240	-319	113	132	150	-287	-108	153	-024	133	146	-206	087	-175	-158
28	213	245	-089	-108	073	150	127	-053	031	008	-157	100	-184	194	224
29	-048	052	047	-094	031	-099	-122	002	-078	-091	140	-189	084	-012	-050
30	150	043	-031	136	-142	258	268	-064	-021	040	-206	278	-164	156	207
31		794	-010	044	018	172	117	034	-019	061	-168	056	-138	168	172
32	794		-070	-028	-088	238	012	012	-014	016	-216	055	-113	072	069
33	-010	-070		306	-110	031	082	-027	007	-054	030	-061	-047	-082	-103
34	044	-028	306		-021	112	084	-132	-062	-044	031	059	-117	-012	-098
35	018	-088	-110	-021		-065	-007	217	131	192	-034	-070	-016	-072	-018
36	172	238	031	112	-065		371	-168	-147	-161	-263	377	-266	160	332
37	117	012	082	084	-007	371		002	-036	-029	-388	222	-182	105	060
38	034	012	-027	-132	217	-168	002		306	438	-037	-100	-026	019	005
39	-019	-014	007	-062	131	-147	-036	306		287	048	-109	041	-120	-111
40	061	016	-054	-044	192	-161	-029	438	287		-028	-120	-046	-069	-135

TABLE A-2 (Continued)

Variable	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
41	-168	-216	030	031	-034	-263	-388	-037	048	-028		-146	072	-091	-058
42	056	055	-061	059	-070	377	222	-100	-109	-120	-146		-326	115	214
43	-138	-113	-047	-117	-016	-266	-182	-026	041	-046	072	-326		-178	-328
44	168	072	-082	-012	-072	160	105	019	-120	-069	-091	115	-178		596
45	172	069	-103	-098	-018	332	060	005	-111	-135	-058	214	-328	596	
46	197	142	022	066	-147	346	205	-090	-141	-074	-133	307	-251	568	686
47	175	116	-101	-003	-084	306	163	-137	-113	-158	-114	248	-284	580	638
48	-069	-060	-018	-115	137	-339	-156	216	-065	164	098	-317	160	-120	-116
49	097	074	018	148	-087	287	249	-087	058	-109	-178	264	-246	132	146
50	-109	-103	079	-153	-251	-109	-201	-240	-114	-190	239	-140	180	-096	-136
51	-096	-117	-097	-180	111	-457	-211	163	053	208	182	-289	194	-210	-283
52	162	162	065	087	018	325	169	-073	-120	-085	-120	283	-305	190	461
53	140	070	070	225	-002	462	366	002	-014	-024	-239	330	-367	084	201
54	046	005	053	068	-147	054	071	-126	-153	-006	-110	-074	071	115	008
55	-077	-075	-070	063	072	051	079	131	046	105	-022	010	-075	-032	050
56	039	-041	038	178	-146	176	266	-110	-098	-110	-038	176	-210	104	138
57	274	258	021	-036	-071	270	052	-104	-215	-058	-115	182	-144	074	155
58	089	-016	100	109	-062	086	-017	-084	061	063	035	067	019	053	094
59	054	244	025	126	-187	144	-014	-455	-107	-256	009	-041	046	119	050
60	163	151	021	080	-057	242	051	-006	-075	017	-130	086	-056	133	204
61	025	-115	027	074	-017	-013	083	-017	-189	051	-098	091	-095	043	012
62	295	237	-028	-030	-070	151	052	-068	-035	-052	-181	067	-101	059	042
63	086	027	-027	165	-150	-005	072	-124	-146	-160	-007	022	-120	116	081
64	-001	-087	-050	122	-072	-001	067	-099	-005	-005	-081	-078	-202	-024	-017
65	-010	-026	018	-092	-044	055	-005	-061	-053	-093	-071	169	-077	129	133
66	-101	-127	031	-058	066	-008	036	-091	-040	-023	042	079	-128	-069	-018
67	107	074	-003	067	-022	-146	-176	080	-006	037	228	-337	065	060	-053
68	085	170	-045	075	-008	056	041	-032	012	035	-034	013	-003	199	066
69	022	013	-066	020	012	044	057	077	040	040	-108	022	-141	-032	001
70	-042	-030	078	-097	-078	088	-030	-089	-018	-198	067	072	178	003	168
71	-028	-051	-033	-032	-071	-132	-093	018	-036	084	090	045	005	-015	-012
72	-091	-143	-028	-085	163	-122	010	114	-013	124	050	-072	-075	-072	-100
73	-024	-046	-019	-013	116	061	085	-054	023	037	-041	-115	130	-008	-005
74	079	077	020	137	-052	-016	-019	-033	005	033	-044	-039	-048	-009	-121
75	139	096	174	160	-130	062	054	-212	-036	-015	-093	008	-031	-006	-052

TABLE A-2 (Continued)

Variable	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
1	119	044	-146	392	-158	-199	294	301	035	-006	274	-002	021	-067	203
2	092	006	-041	026	076	-060	037	059	001	258	166	-124	049	-041	114
3	045	-054	027	046	120	-000	033	138	103	-022	350	-083	019	-010	094
4	122	074	-061	036	-063	-052	142	147	-022	026	323	-062	102	012	073
5	069	132	-116	-037	-005	-019	096	088	029	-008	157	003	006	060	017
6	008	045	-154	085	-037	-037	064	104	-071	116	035	023	100	-013	-087
7	095	099	-158	049	-154	-066	111	086	-032	014	-049	648	026	042	104
8	-040	-035	028	-017	-056	-017	072	033	-032	-046	-078	107	-038	-009	-060
9	038	035	006	-054	-132	022	041	057	025	492	115	-022	124	-086	089
10	-025	028	-160	104	206	-106	079	012	161	-090	-045	070	094	564	040
11	235	188	024	-022	-133	-066	169	128	-061	132	-018	-068	-084	026	088
12	177	127	-205	162	-056	-166	272	298	048	191	255	141	115	188	166
13	229	189	-156	128	003	-176	168	248	041	092	190	060	070	106	104
14	165	160	-168	114	023	-137	126	271	055	071	241	058	052	084	103
15	138	085	-093	061	026	-091	019	150	176	003	064	058	090	255	-039
16	164	122	-161	047	056	-186	054	198	142	-008	088	064	185	206	058
17	175	155	-217	071	031	-093	051	179	094	-005	-086	174	167	155	076
18	186	235	-164	065	-003	-133	152	221	-056	118	103	003	128	-060	166
19	226	255	-218	139	-027	-142	142	270	036	086	226	065	104	105	074
20	291	188	-140	056	-091	-170	188	193	031	002	210	172	138	066	170
21	156	086	-081	118	-206	030	133	143	-040	057	056	025	019	-058	026
22	076	-007	-141	044	-057	-055	012	142	119	058	-028	096	132	182	-041
23	-074	-053	069	-026	-169	113	034	-005	-238	077	-023	-098	-072	-354	-056
24	-028	-040	132	-106	-049	154	-002	-096	-169	-034	-073	-105	-137	-341	-021
25	048	063	-158	052	067	-167	003	044	187	-016	015	152	206	197	-022
26	-072	-051	-048	-028	200	-022	-099	-049	205	-105	-012	123	082	267	030
27	-198	-173	256	-139	-002	217	-118	-225	-092	-018	-148	-130	-132	-210	-085
28	228	222	-127	057	-102	-183	188	142	009	133	040	113	014	106	200
29	-089	-099	061	-149	170	076	-062	-178	224	036	-123	039	055	069	030
30	284	213	-154	203	-123	-159	235	312	022	056	295	030	084	-015	098
31	197	175	-069	097	-109	-096	162	140	046	-077	039	274	089	054	163
32	142	116	-060	074	-103	-117	162	070	005	-075	-041	258	-016	244	151
33	022	-101	-018	018	079	-097	065	070	053	-070	038	021	100	025	021
34	066	-003	-115	148	-053	-180	087	225	068	063	178	-036	109	126	080
35	-147	-084	137	-087	-251	111	018	-002	-147	072	-146	-071	-062	-187	-057
36	346	306	-339	287	-109	-457	325	462	054	051	176	270	086	144	242
37	205	163	-156	249	-201	-211	169	366	071	079	266	052	-017	-014	051
38	-090	-137	216	-087	-240	163	-073	002	-126	131	-110	-104	-084	-455	-006
39	-141	-113	-065	058	-114	053	-120	-014	-153	046	-098	-215	061	-107	-075
40	-074	-158	164	-109	-190	208	-085	-024	-006	105	-110	-058	063	-256	017

TABLE A-2 (Continued)

Variable	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
41	-132	-114	098	-178	239	182	-120	-239	-110	-022	-038	-115	035	009	-130
42	307	248	-317	264	-140	-289	283	330	-074	010	176	182	067	-041	086
43	-251	-284	160	-246	180	194	-305	-367	071	-075	-210	-144	019	046	-056
44	568	580	-120	132	-096	-210	190	084	115	-032	104	074	053	119	133
45	686	638	-116	146	-136	-283	461	201	008	050	138	155	094	050	204
46		645	-169	164	-102	-339	384	235	091	025	173	079	090	143	263
47	645		-227	199	-103	-286	352	171	069	024	127	056	059	116	260
48	-169	-227		-640	035	558	-308	-372	066	003	-062	-146	-168	-144	-048
49	164	199	-640		-111	-515	440	485	-106	-019	102	049	-040	079	085
50	-102	-103	035	-111		137	-212	-267	172	-127	-088	-079	-025	185	-014
51	-339	-286	558	-515	137		-514	-558	004	-040	-181	-094	-186	-125	-104
52	384	352	-308	440	-212	-514		494	-083	145	128	140	-031	022	156
53	235	171	-372	485	-267	-558	494		004	075	212	086	031	013	164
54	091	069	066	-106	172	004	-083	004		-082	067	070	232	219	160
55	025	024	003	-019	-127	-040	145	075	-082		072	-038	-019	-115	087
56	173	127	-062	102	-088	-181	128	212	067	072		-021	038	-043	071
57	079	056	-146	049	-079	-094	140	086	070	-038	-021		009	030	075
58	090	059	-168	-040	-025	-186	-031	031	232	-019	038	009		098	043
59	143	116	-144	079	185	-125	022	013	219	-115	-043	030	098		024
60	263	260	-048	085	-014	-104	156	164	160	087	071	075	043	024	
61	097	040	105	-083	073	112	022	025	141	-002	038	035	-155	-152	-155
62	066	060	-166	202	-022	-052	115	096	017	-056	-018	131	047	192	128
63	134	073	096	-022	086	050	066	015	-030	043	221	-009	-133	011	070
64	005	-039	024	038	025	-004	076	046	-098	263	135	-079	-078	018	046
65	062	110	-198	-020	-017	-161	057	-012	056	-141	018	123	187	040	-042
66	-021	-011	018	-004	054	104	-013	038	098	093	062	-129	-084	-037	-131
67	-105	-086	282	-174	103	217	-230	-149	178	-157	062	076	-098	008	134
68	060	148	-068	-050	-122	-096	-115	-094	115	-014	034	003	285	165	-002
69	014	-090	-084	115	-057	-095	029	102	017	-034	-027	198	-056	-009	118
70	100	158	-106	090	-019	-098	220	103	-082	-081	-075	002	067	163	-015
71	-029	010	-043	007	013	117	-016	-131	024	112	034	-004	-049	-102	-008
72	-091	-094	160	-046	082	134	000	015	194	-048	004	-144	-095	-182	-064
73	007	109	076	-078	-008	058	-028	-053	-033	113	-011	-042	-028	042	074
74	-060	-114	075	-104	045	059	-192	-095	-140	093	070	-009	-066	-069	-022
75	120	075	-058	042	093	-072	002	125	571	-070	105	-018	146	189	101

TABLE A-2 (Continued)

Variable	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
1	-052	118	056	138	-040	088	-101	002	-030	101	-150	-076	-105	064	008
2	-012	014	141	516	-100	026	-153	-086	024	-055	-063	-042	097	119	024
3	-056	122	298	193	-080	-124	266	-115	-030	051	-036	-075	010	089	091
4	105	122	197	266	-077	-039	-031	-074	-107	-042	097	113	-074	040	117
5	-050	147	-071	012	137	-147	058	-073	237	094	180	-273	126	-098	015
6	-035	060	070	038	-034	-007	-180	080	-088	235	-006	-102	-049	-135	-060
7	-027	075	-015	-024	015	-078	012	067	073	106	-070	-161	-040	-031	-026
8	134	-020	030	097	102	-035	-122	-028	063	-032	-021	032	-012	-011	020
9	047	050	-050	-076	-028	033	-162	-063	002	-033	151	-044	143	018	056
10	-046	213	-002	040	034	-051	-107	-037	-105	079	-093	027	-053	024	099
11	194	009	078	047	037	139	-192	-006	034	030	010	061	097	-124	-009
12	065	209	192	298	015	-049	-182	-090	-001	173	-017	-128	034	-039	078
13	-024	062	204	112	-079	-049	-009	-060	-042	105	-073	-113	011	059	125
14	007	098	217	097	-013	-013	-001	-112	-022	090	-086	-090	004	073	150
15	042	111	094	-024	-032	065	-079	003	024	-007	-060	004	-132	034	183
16	-023	096	072	-005	-016	060	-134	-021	029	040	-141	005	-054	002	206
17	-127	127	062	-042	054	-106	-117	-011	043	156	-060	-166	-035	-028	106
18	012	036	197	182	082	033	-132	-018	-072	143	-127	-085	052	007	059
19	-043	107	180	092	067	044	-099	-046	-047	140	-103	-140	013	050	082
20	-062	091	171	028	033	-081	009	081	014	080	014	-201	-056	040	104
21	002	072	069	-023	022	080	-095	042	-038	088	-018	064	-010	-132	-037
22	-035	101	-014	-175	-020	-059	-105	023	058	042	-014	-088	-008	-016	138
23	167	-077	-041	-003	-048	082	-139	-109	-114	051	031	051	123	-005	-132
24	146	-072	-086	-058	-015	067	-000	-071	-109	042	003	094	049	-027	-130
25	-088	057	024	-124	030	023	-009	128	089	-125	-008	010	-034	017	165
26	-123	047	-050	-002	**	-054	161	062	036	-099	017	004	-079	059	092
27	068	-072	-124	-069	-058	016	104	-080	-112	-081	072	146	041	045	-124
28	-049	-102	062	101	054	-011	-074	116	076	005	003	-044	027	-080	108
29	-021	007	-020	-061	007	-007	142	050	103	-153	188	-016	-066	033	026
30	050	086	149	136	010	-027	-112	027	-012	120	-100	-100	072	-028	110
31	025	295	086	-001	-010	-101	107	085	022	-042	-028	-091	-024	079	139
32	-115	237	027	-087	-026	-127	074	170	013	-030	-051	-143	-046	077	096
33	027	-028	-027	-050	018	031	-003	-045	-066	078	-033	-028	-019	020	174
34	074	-030	165	122	-092	-058	067	075	020	-097	-032	-085	-013	137	160
35	-017	-070	-150	-072	-044	066	-022	-008	012	-078	-071	163	116	-052	-130
36	-013	151	-005	-001	055	-008	-146	056	044	088	-132	-122	061	-016	062
37	083	052	072	067	-005	036	-176	041	057	-030	-093	010	085	-019	054
38	-017	-068	-124	-099	-061	-091	080	-032	077	-089	018	114	-054	-033	-212
39	-189	-035	-146	-005	-053	-040	-006	012	040	-018	-036	-013	023	005	-036
40	051	-052	-160	-005	-093	-023	037	035	040	-198	084	124	037	033	-015

TABLE A-2 (Continued)

Variable	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
41	-098	-181	-007	-081	-071	042	228	-034	-108	067	090	050	-041	-044	-093
42	091	067	022	-078	169	079	-337	013	022	072	045	-072	-115	-039	008
43	-095	-101	-120	-202	-077	-128	065	-003	-141	178	005	-075	130	-048	-031
44	043	059	116	-024	129	-069	050	199	-032	003	-015	-072	-008	-009	-006
45	012	042	081	-017	133	-018	-053	066	001	168	-012	-100	-005	-121	-052
46	097	066	134	005	062	-021	-105	060	014	100	-029	-091	007	-060	120
47	040	060	078	-039	110	-011	-086	148	-090	158	010	-094	109	-114	075
48	105	-166	096	024	-198	018	282	-068	-084	-106	-043	160	076	075	-058
49	-083	202	-022	038	-020	-004	-174	-050	115	090	007	-046	-078	-104	042
50	073	-022	086	025	-017	054	103	-122	-057	-019	013	082	-008	045	093
51	112	-052	050	-004	-161	104	217	-096	-095	-098	117	134	058	059	-072
52	022	115	066	076	057	-013	-230	-115	029	220	-016	000	-028	-192	002
53	025	096	015	046	-012	038	-149	-094	102	103	-131	015	-053	-095	125
54	141	017	-030	-098	056	098	178	115	017	-082	024	194	-033	-140	571
55	-002	-056	043	263	-141	093	-157	-014	-034	-081	112	-048	113	093	-070
56	038	-018	221	135	018	062	062	034	-027	-075	034	004	-011	070	105
57	035	131	-009	-079	123	-129	076	003	198	002	-004	-144	-042	-009	-018
58	-155	047	-133	-078	187	-084	-098	285	-056	067	-049	-095	-028	-066	146
59	-152	192	011	018	040	-037	008	165	-009	163	-102	-182	042	-069	189
60	-155	128	070	046	-042	-131	134	-002	118	-015	-008	-064	074	-022	101
61		019	087	056	090	275	-197	-136	030	-193	078	177	-057	089	175
62	019		002	066	059	-043	-081	-035	208	-067	-025	-070	-014	016	025
63	087	002		370	037	-080	162	-098	-044	-118	-072	-077	081	272	-019
64	056	066	370		-083	-072	-046	-056	026	-161	-041	-066	-023	252	-086
65	090	059	037	-083		-093	-184	151	118	073	061	-064	-043	-186	019
66	275	-043	-080	-072	-093		-100	-062	-096	011	-045	262	-026	-110	063
67	-197	-081	162	-046	-184	-100		-046	104	-132	-007	-065	-011	148	-069
68	-136	-035	-098	-056	151	-062	-046		-074	-167	-035	-095	-020	-138	016
69	030	208	-044	026	118	-096	104	-074		260	-054	-148	-031	-215	-052
70	-193	-067	-118	-161	073	011	-132	-167	260		-122	-335	-070	-488	-033
71	078	-025	-072	-041	061	-045	-007	-035	-054	-122		-070	-014	-101	-024
72	177	-070	-077	-066	-064	262	-065	-095	-148	-335	-070		-040	-278	178
73	-057	-014	081	-023	-043	-026	-011	-020	-031	-070	-014	-040		-058	-029
74	089	016	272	252	-186	-110	148	-138	-215	-488	-101	-278	-058		-077
75	175	025	-019	-086	019	063	-069	016	-052	-033	-024	178	-029	-077	

TABLE A-3

Factor Loadings for Four Factors Obtained by Varimax Factor Rotation, and Corresponding Communalities, for 75 Variables from Identified Student Forms, Student Evaluation Forms, and Pupil Personnel Team Evaluation Forms - 1968*

Variable	Factor I	Factor II	Factor III	Factor IV	Communalities
1	.2511	-.0881	.4385	.1199	.27746
2	.0497	.0685	.4334	.0074	.19510
3	-.1352	-.1230	.6504	-.0469	.45868
4	.0154	-.0409	.6174	-.0091	.38314
5	.0529	-.2944	.2164	-.1042	.14716
6	.0819	.0064	.2804	-.0733	.09071
7	.2768	-.2160	-.1587	.0176	.14876
8	.0472	-.0511	.0002	-.0510	.00744
9	.0729	-.0509	.1158	.2565	.08710
10	.0592	-.0610	.1485	-.5729	.35747
11	.2580	.1127	-.0168	.1349	.09777
12	.2775	-.1356	.6756	-.1289	.56837
13	.1065	-.6368	.4783	.0725	.65090
14	.0948	-.5622	.5514	.1043	.63997
15	-.0095	-.6090	.0966	-.1981	.41960
16	.0452	-.6202	.2156	-.0805	.43972
17	.0853	-.7674	.1210	.0195	.61115
18	.1739	-.4205	.4089	.2560	.43977
19	.2087	-.4878	.4883	.1295	.53672
20	.2144	-.5623	.2357	.0676	.42226
21	.1758	-.2074	.0846	.3578	.20914
22	.0020	-.6760	-.1379	.0082	.47609
23	.0796	.5233	.1796	.5463	.61086
24	.0136	.7016	.0567	.3556	.62205
25	-.0166	-.6283	-.1512	-.2927	.50356
26	-.1496	-.2804	-.2435	-.5896	.50796
27	-.1782	.7574	-.1152	.1078	.63029
28	.2427	-.4814	-.0871	.0704	.30317
29	-.1776	.0427	-.3231	-.4544	.34424
30	.2776	-.4133	.5405	.2984	.62911
31	.2268	-.4226	-.0362	.1436	.25194
32	.1699	-.5023	-.1342	-.0297	.30003
33	.0285	.1551	.1646	-.1706	.08109
34	.1096	.1000	.3566	-.1397	.16866
35	-.0280	.1410	-.2748	.3465	.21623

* For N and description of each variable, see Table A-1.

TABLE A-3 (Continued)

Variable	Factor I	Factor II	Factor III	Factor IV	Communalities
36	.6079	-.2042	.0712	-.1325	.43391
37	.3792	-.0568	.1409	.1019	.17725
38	-.1213	.0550	-.2797	.5624	.41224
39	-.1419	-.0305	-.0934	.2990	.11918
40	-.1772	-.0346	-.1702	.4890	.30068
41	-.2928	.2109	-.0291	-.1168	.14471
42	.5426	-.0630	.1276	.0531	.31753
43	-.4651	.0258	-.0464	-.1159	.23259
44	.4543	-.1869	-.1633	.0063	.26798
45	.6507	-.0922	-.1032	.0699	.44745
46	.6356	-.1596	.0598	.0015	.43302
47	.6259	-.1312	-.0112	-.0179	.40945
48	-.5363	.1161	-.0853	.2218	.35763
49	.5610	.0096	.1353	-.1060	.34439
50	-.3218	.0313	.1177	-.4426	.31433
51	-.6625	.0698	-.0750	.2237	.49939
52	.6833	.0131	.1353	.0104	.48545
53	.5859	-.1231	.2479	.0540	.42282
54	-.0439	-.1704	-.0086	-.3627	.16260
55	.0543	-.0093	.1539	.2542	.09133
56	.1893	-.0280	.4428	-.0211	.23316
57	.2727	-.2163	-.1842	-.1030	.16570
58	.0915	-.1851	.0079	-.1462	.06407
59	.0982	-.2175	.0204	-.6122	.43216
60	.2595	-.0982	.0781	-.0149	.08328
61	.0453	.1427	.1039	.0729	.03853
62	.1751	-.1316	.0848	-.1297	.07200
63	-.0295	-.0831	.3986	-.0260	.16731
64	-.0270	.0696	.4573	-.0021	.21471
65	.2326	-.0103	-.1293	-.1130	.08371
66	.0086	.1036	.0341	.0486	.01434
67	-.3386	-.0416	-.0677	-.0761	.12674
68	.1178	-.1094	- 2337	-.0707	.08542
69	.0969	-.0995	-.1539	-.0172	.04328
70	.2158	-.0008	.0858	-.0525	.05668
71	-.0523	.0691	-.0713	-.0013	.01260
72	-.1216	.1510	-.0647	.0718	.04694
73	-.0227	.0301	.0331	.1217	.01734
74	-.2299	-.0341	.1909	.0196	.09086
75	.0349	-.1739	.1221	-.2606	.11430

_____Student Identification Number

TITLE I SCHOOLS

INSTRUMENT FOR IDENTIFYING POTENTIAL SCHOOL DROPOUTS
(Pupils in Primary School - in grades between Kindergarten and Grade 3)

Name of Pupil_____ Birthdate_____ Sex_____

Name of School_____ Grade_____

Parents Name_____ Home Address_____

Home Phone Number_____ Date_____

The items below are to be used for screening those students who might leave school before completing high school. These factors are merely general indicators. Please check all those which are applicable to this student.

1. _____ Poor risk readiness test status.
2. _____ Speech and language problems as determined by Speech Correctionist or Hearing Therapist.
3. _____ Severe reading problems as determined by Reading Specialist.
4. _____ Grade retention.
5. _____ Absenteeism of an excessive nature, 20 days or more in the last school year.
6. _____ Two or more school transfers for any reason during the last school year.
7. _____ Evidence of health problems as determined by the school health team.
8. _____ Evidence of behavior problems and active referral to Department of Pupil Personnel Services.
9. _____ Evidence of economic need (such as free lunch, clothing and aid from P.T.A. or other groups).
10. _____ Comments:

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_____Student Identification Number

TITLE I SCHOOLS

INSTRUMENT FOR IDENTIFYING POTENTIAL SCHOOL DROPOUTS
(Students in Grades 4 Through 11)

Name of Pupil_____ Birth Date_____ Sex_____

Name of School_____ Grade_____

Parents Name_____ Home Address_____

Home Phone Number_____ Date_____

The items below are to be used for screening those students who might leave school before completing high school. These factors are merely general indicators. Please check those which are applicable to this student.

1. _____ Severe reading retardation as determined by Reading Specialist and school.
2. _____ Severe arithmetic retardation.
3. _____ Speech and language problems as determined by Speech Correctionist or Hearing Therapist.
4. _____ Course failure in any two or more courses during the last school year.
5. _____ Absenteeism of an excessive nature, 20 days or more in the last school year.
6. _____ Evidence of health problems as determined by school health team.
7. _____ Two or more school transfers for any reason during the last school year.
8. _____ Evidence of behavioral problems and active referral to the Department of Pupil Personnel Services.
9. _____ Evidence of economic need (such as free lunch, clothing and aid from P.T.A. or other groups).
10. _____ Comments:

9/67

October 1967

Dept. of Research, Budget and Legislation
Public Schools of the
District of Columbia
1411 K Street, N. W.
Washington, D. C. 20005

STUDENT EVALUATION FORM

(1-3) School Code _____ School Name _____

(4-9) Ident. Number _____

(11-25) Name of Pupil _____
Last First Middle

(26) Sex: 1._____boy
2._____girl

(27-28) Present Grade _____

(29-34) Date of Birth _____/_____/_____
Mo. Day Yr.

Name of Parent or Guardian _____
Last First Middle

Address _____

Please evaluate this student on the following (check the ones that apply)

(35) How well does he apply himself to his school work?
1._____Above average
2._____Average
3._____Below average

(36) How well does this pupil do in his school work?
1._____Above average
2._____Average
3._____Below average

(37) How well does he get along with the other children?
1._____Above average
2._____Average
3._____Below average

(38) How is his emotional maturity?
1._____Above average
2._____Average
3._____Below average

(39) How favorably is his attitude toward school?
1._____Above average
2._____Average
3._____Below average

(40) How well can you understand him when he speaks?
1._____Above average
2._____Average
3._____Below average

(41) How well does he like, or is he learning, to read?
1._____Above average
2._____Average
3._____Below average

(42) How does his home environment effect his school performance?
1._____Favorably
2._____Neither favorably nor unfavorably
3._____Unfavorably

(43) How good is his health?
1._____Above average
2._____Average
3._____Below average

(44) How well does he cooperate with you?
1._____Above average
2._____Average
3._____Below average

In answering the next eight questions, please indicate where the student stands on each scale by making a check mark in one of the five places.

(45)	Defiant	_____	_____	_____	_____	_____	Submissive
(46)	Uncooperative	_____	_____	_____	_____	_____	Cooperative
(47)	Friendly	_____	_____	_____	_____	_____	Hostile
(48)	Shy	_____	_____	_____	_____	_____	Aggressive
(49)	Irresponsible	_____	_____	_____	_____	_____	Responsible
(50)	Neat	_____	_____	_____	_____	_____	Unkempt
(51)	Follower	_____	_____	_____	_____	_____	Leader
(52)	Alert	_____	_____	_____	_____	_____	Dull

(53-55) How many days has this student been absent for any reason since the first of this school year?

_____ days

(56-58) How many days has he been absent unexcused?

_____ days

(59) Was this student in a special education class this year?
1._____No
2._____Yes

Has he been in any of the following:

(60) 1._____No 2._____Yes Social Adjustment Class?

(61) 1._____No 2._____Yes Ungraded program

(62) 1._____No 2._____Yes Team teaching program

(63) On the average, what part of his classroom time is spent in a classroom with a teacher-aide present?
1._____None
2._____Some, but less than 1/2
3._____Over 1/2 but less than all
4._____All the time

_____
Date filled in

_____
Teachers's signature

_____ W-3
Subject area or field

The George Washington University

PUPIL PERSONNEL SERVICES TEAM

Student
I.D. No._____ (1-7)

EVALUATION FORM (REVISED)

Student's Name _____ (8-10)
Last First Middle

Birth date ___/___/___
Mo. Day Year

School _____ School Code _____ (11-13) Grade _____ (14-15) Sex _____ (16)

Please check the appropriate response.

About the student himself:

(17) 1. How favorable is his attitude toward school?
___ A. Above average
___ B. Average
___ C. Below average

(18) 2. How well can you understand him when he speaks?
___ A. Very well
___ B. About average
___ C. Not very well
___ D. Hard to understand

(19) 3. Does he have trouble because of fighting?
___ A. Very often
___ B. Occasionally
___ C. Never

(20) 4. Does he get in trouble with the police?
___ A. Very often
___ B. Occasionally
___ C. Never

(21) 5. Does he get in trouble with neighbors?
___ A. Very often
___ B. Occasionally
___ C. Never

(22) 6. Does he have problems because of being withdrawn?
___ A. Very often
___ B. Occasionally
___ C. Never

(23) 7. How many personal books does he have?
___ A. Many (more than ten)
___ B. A few (three to nine)
___ C. One or two
___ D. None

About the student's family and home:

(24) 8. How much education does his family want the subject to have?
___ A. Some high school
___ B. To graduate from high school
___ C. Some college
___ D. To graduate from college

(25) 9. What do the parents expect of the school system?

_____

_____

_____

(26) 10. How does his home compare with others in the neighborhood?
___ A. Above average
___ B. Average
___ C. Below average

(27) 11. Which of the following describes how the inside of his home is kept?
___ A. Clean, neat, and well organized
___ B. Average
___ C. Unkempt and disorderly

(28) 12. Does he have an adequate place to study?
___ A. Quite adequate
___ B. Barely adequate
___ C. Not adequate at all

(29) 13. Is his home environment conducive to school work?
___ A. Above average
___ B. Average
___ C. Below average

Form GWU-C7-17-47

The following section is to be filled in by members of the Team from personal observation:

In answering the next six questions, please indicate where he stands on each scale by making a check mark in one of the five places.

(30)	14.	UNCOOPERATIVE	_____	_____	_____	_____	_____ COOPERATIVE
(31)	15.	FRIENDLY	_____	_____	_____	_____	_____ HOSTILE
(32)	16.	SHY	_____	_____	_____	_____	_____ AGGRESSIVE
(33)	17.	IRRESPONSIBLE	_____	_____	_____	_____	_____ RESPONSIBLE
(34)	18.	NEAT	_____	_____	_____	_____	_____ UNKEMPT
(35)	19.	ALERT	_____	_____	_____	_____	_____ DULL

(36) 20. How was this student referred to your team the first time?

___ A. Principal/Asst. Principal
___ B. Guidance Counselor
___ C. Teacher
___ D. School Nurse
___ E. Other school source (Explain)

_____

___ F. Non-school source (Explain)

_____

___ G. Case assigned

21. How many contacts has your team had with this student?

(37-38) _____ contacts

22. How many contacts has your team had with his parents/guardians?

(39-40) _____ contacts

23. What problems does this student have? (MARK ALL THAT APPLY)

(41) ___ A. No problems
(42) ___ B. Physical (medical) problems
(43) ___ C. Slow learning problems
(44) ___ D. Attendance
(45) ___ E. Emotional
(46) ___ F. Behavioral (adjustment)
(47) ___ G. Poor motivation
(48) ___ H. Other (please explain)

_____

24. Have you referred this student to any of the following? (MARK ALL THAT APPLY)

(49) ___ A. Clinical Team
(50) ___ B. Reading Clinic
(51) ___ C. Speech Clinic
(52) ___ D. Urban Service Corps
(53) ___ E. Other (specify)

_____

25. Remarks: _____

_____

_____

_____

_____

Date form completed:

_____

Pupil Personnel Worker's Signature

_____

Team No. _____ (54-55)